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JUNIOR LEADERS IN THE 4-H CLUB PROGRAM*
(Based upon the Central States)

I. INTRODUCTION

1. Why Have Junior Leaders?

Junior leaders, as presented in this discussion, usually are mature and experienced 4-H members or other youth with group experience, who are chosen because of their leadership ability to assist the adult voluntary leaders in conducting the program of the local 4-H club, to which the junior leaders also belong or have belonged.

- a. At the present time, a majority of the 4-H club leaders are adult men and women, but not enough of them have been found and trained to lead all the available and potential clubs. However, there is a positive trend towards developing 4-H club leaders from the club membership, according to a survey of the National Committee on Boys' and Girls' Club Work. A showing of hands, not long ago, in a Nebraska state 4-H leaders' training conference, revealed that 60 percent of the representative group had formerly been club members. Also, adult leaders are becoming aware of the usefulness of junior assistants. Three or four years ago, the Kansas state club office sent a questionnaire to adult 4-H leaders in which they were asked to name their greatest need. A majority responded that they needed more junior leaders.
- b. The 4-H members start as junior assistants with at least the following advantages: they have had first-hand club experience; they have the viewpoint of youth; and they also have the enthusiasm and energy for tackling a challenging job, in the objectives of which they thoroughly believe.
- c. The main objectives of junior leadership in the 4-H club program, according to the state club leaders of the Central States, are as follows: to hold the interest of the older club members; to develop leaders from the club membership; to provide leadership assistance to the adult voluntary leaders; and, eventually, to advance the junior assistants to "full-fledged" leadership responsibilities, as needed.
- d. A recent survey by H. A. Pflughoeft, of the University of Minnesota, shows that 4-H club work is carried on most successfully when the enthusiasm and vigor of youth are combined with the experience, stability and vision of adult leaders. Two adult leaders with two or three junior assistants make a very effective leadership combination: the clubs are larger; the per-

*Brief review, summary, and conclusions of a study in the Graduate School, Rural Sociology, University of Missouri, June 6, 1945, by T.T. Martin, State Club Agent.

Tables at back of this paper:

- a. Relative Amount of Participation on Junior Leadership Jobs.
- b. Relative Rank of Junior Leadership Jobs.
- c. Personal Record of Junior Leaders.
- d. Bibliography.

centage of completions is greater; and the percentage of members reenrolling is materially increased.

- e. Of 43,258 junior leaders, reported just prior to the war in an annual statistical summary of the Extension Service of the U.S.D.A., according to Pflughoefl of Minnesota, 15,598, or 36 percent, from 9 states were enrolled in a junior leadership training project; and 27,660, or 64 percent, from 39 states assisted with 4-H club leadership jobs, without enrolling in a junior leadership project. In the 9 states, 5.9 percent of the total club membership served as junior leaders; whereas, in the 39 states, 2.4 percent of the members served as junior assistants in some capacity. Apparently, the extra training given 4-H members, who were enrolled in a junior leadership training project, more than doubled the number of juniors made available for service over the plan of carrying out junior leadership jobs, without enrolling in a training project.

2. KINDS OF JUNIOR LEADERS

There are two kinds of junior 4-H leaders, or assistants, in service in the Central States, as follows:

- a. The first kind consists of junior leaders who are enrolled in a definite junior leadership training project for the purpose of developing themselves and assisting the adult voluntary leaders in doing specific jobs, as needed. Kansas, Michigan, Minnesota, Ohio and Wisconsin have junior leadership projects.
- b. The second kind of junior leaders in service includes junior assistants, or other mature and experienced 4-H members, who assist the adult leaders in a similar way, but are not enrolled in a junior leadership training project. Illinois, Indiana, Iowa*, Missouri, Nebraska, North Dakota and South Dakota suggest jobs on which junior assistants can help, without a project enrollment basis.

3. THE 4-H CLUB PROGRAMS IN THE STATES

The 4-H club work is a part of the Cooperative Extension Service of the State Colleges of Agriculture and the U. S. Department of Agriculture. The director of extension in each state is administratively in charge of the 4-H program for rural boys and girls and of the adult programs for rural men and women. The state club leader (or leaders, in states where the boys' and girls' club activities are conducted separately) and state assistants, are responsible to the director for the conduct of the 4-H club program.

The work in the counties is under the direction of the county extension agent (or farm advisor) and the home demonstration agent (or home agent). However, county club agents were in charge in 274 counties on January 1, 1944 in the country at large; and in a relatively few counties, only a county extension agent (or advisor) was in charge of the whole county extension program, including 4-H Club work.

The state extension specialists in subject matter assist with the 4-H program in the preparation of literature and blank forms and in the training of agents,

* In Iowa, the term, "junior leader", is avoided; it is considered too inflationary. Mature members are trained in leadership - for officers, discussion leaders, committee members and assistant leaders, etc.

project club leaders and 4-H members in county, district and state groups, according to the state system.

4. SOURCES OF DATA USED IN THIS STUDY

Usually, while assembled in training groups of their respective states, each of 675 junior leaders from 5 states filled out an individual check sheet on which were listed 13 different responsibilities or jobs. Insofar as possible, these jobs were selected as a cross-section of the plans used and the suggestions made by the state club leaders of the Central States to their respective junior leaders or mature club members, who were assisting with leadership work.

The individual check sheets were filled out by the junior leaders from 5 states, as follows: Illinois, 235; Indiana, 193; Kansas, 136; Minnesota, 95; and Ohio, 16; making 675 in all.

II. GENERAL SUMMARY AND CONCLUSIONS

The 675 junior leaders and other mature 4-H members, consisting of 258 boys and 417 girls, who assisted the adult voluntary leaders or advisors of their respective clubs in the five states studied, are assumed to be typical of the junior leadership of the Central States.

The following are the summary and conclusions of this study:

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1. The relative amount of participation in carrying out an average of 8.6 each of the 13 junior leadership responsibilities or jobs listed in this study, is indicated in the order of importance as follows: (Table 1)
 - a. Securing new members and helping them get started.
 - b. Helping plan the club program for the year.
 - c. Advising with members about keeping their records up-to-date.
 - d. Helping conduct club events - tours, achievement programs, camps, etc.
 - e. Keeping informed on county, state and national club events.
 - f. Doing important committee work.
 - g. Assisting members with demonstration and judging work.
 - h. Assuming leadership in other community activities besides 4-H club work.
 - i. Leading a project group or assisting with same.
 - j. Visiting homes of members, especially if there is a lack of interest.
 - k. Helping prepare and give one-act plays, etc.
 - l. Representing the club on the County Council of Leaders.
 - m. Making a scrap-book of the club's activities.
- (1) The 417 girls and the 225 boys checked the same items of the schedule for the participation of both boys and girls in the same order as given in Table 1, except that the girls switched items 10 and 11 with only 2 points of difference and the boys switched items 5 and 6 with 2 points of difference, items 7 and 8 with 8 points of difference and items 11 and 12 with 19 points of difference - hence separate tables for boys and girls are omitted.
- (2) Most experienced leaders would agree with these junior assistants that securing new members and planning the club program for the year are very important. Probably, the greatest shortcoming of 4-H club work in the country at large is that about 43 percent of

4-H members remain in club work only for one year. Simply to maintain the "status quo" of members, almost one-half of the total enrollment must be recruited each year with new members.

The planning of the club program in advance for the year, or for 3 to 6 months in advance at one time, and placing it in the hands of the members, leaders and parents is generally recognized to be of great importance to the club, because this thoughtful and democratic procedure probably does more to develop a continuous program and a permanent organization than anything else the club does: it increases the percent of attendance, completions and re-enrollment, according to a survey made recently in Iowa, Nebraska, North Dakota and South Dakota.

- (3) Evidently, the juniors thought that such leadership activities as (1) assisting other members with their project records (item 3), (2) keeping informed on current club events (item 5), (3) doing committee work (item 6), and (4) assuming leadership in general community activities (item 8), were relatively less important than the large amount of participation shown in these specific jobs would seem to indicate. However, this apparent conclusion on their part might have been influenced by the difficulties encountered in assisting the members with these jobs. The U.S.D.A. Extension Circular 347 of the Central States has shown that the most difficult jobs which leaders supervise are (1) the keeping of 4-H records, (2) the training of judging and demonstration teams and (3) securing the cooperation of the parents. Of course, these difficult leadership jobs require special training in addition to the leaders having had responsibility and experience while rendering leadership service.
2. This study was not set up so as to reveal the relative values of results secured on junior leadership activities in the states that enrolled mature 4-H members in a junior leadership project and in the states in which they functioned as junior assistants without being enrolled in a junior leadership project. However, other studies in the Central States show that 5.9 percent of the total club membership served as junior leaders when trained in a junior leadership project, as compared with 2.4 percent of the total club membership who served as junior leaders without being enrolled in a junior leadership project. Also, the junior leaders remained as 4-H members for 5.8 years, as compared with 2.5 years for all 4-H members.
3. There is a positive correlation between the suggestions made by the state club leaders of the Central States and the leadership activities actually carried out by the junior leaders - both for those enrolled in a junior leadership project and for those to whom suggested activities were outlined, according to this study. (Table 2)
4. Junior leaders who have had subject matter-training in vocational high school courses or have been given sound training in subject matter while members of project groups, serve very efficiently as junior assistants in charge of other project groups - in line with their training.

Item 9, "Leading a project group or assisting with same", was participated in most in Indiana and was ranked as very important in Illinois. These two reactions of youth probably reflect the emphasis placed on sub-

ject matter training in these two states. The training in agriculture and home economics was given in separate clubs, which situation had a tendency to favor the stressing of subject matter. Also, in Indiana, many mature 4-H members were enrolled in high school vocational courses. No doubt, this systematic training in subject matter helped to develop them into suitable junior leaders for project groups of younger members.

5. There seems to be a definite need for occupational information and for suggestions on vocational guidance to be included in the training programs of junior leaders and for other older 4-H members. (Table 3)

- a. This study shows that agricultural pursuits will be followed by 73.1 percent of the boys; and that 71.9 percent of the girls plan to become teachers, nurses and stenographers or secretaries. A survey of city boys in California revealed that only 1 in 10 planned to follow the occupation of his father, according to Bennett and Sachs in Exploring the World Work. Most rural fathers are proud when their sons choose to remain on the farm, but relatively few country mothers want their daughters to remain on the farm. However, the large number of boys who chose agriculture probably implies in a negative way that they had little information and guidance on the opportunities offered in other occupations and professions.
- b. It is significant, too, that about 20 percent of these juniors did not know what they wanted to be and do for their life work. Probably, from 40 to 50 percent of the rank and file of farm youth of the Central States cannot be absorbed by agriculture. They usually must migrate and find employment elsewhere. On the other hand, these junior leaders who plan to remain on the farm represent the best of rural leadership and citizenship and always will be welcome to remain in rural communities, according to Lively and Almack in Population Resources of Missouri.
- c. The above situation emphasizes the almost universal quest of older youth for a sound procedure for arriving at a decision on their life work. Evidently, they desire unbiased occupational information and some vocational guidance as needed. Occupational information can be secured from library books and other local sources, then presented and discussed in club meetings by junior leaders and other mature 4-H members. This study can be made more objective by inviting into the group men and women who represent the main occupations and professions of the community. These persons usually can give the group first-hand information on their respective occupations and professions, as: the preparation necessary, the probable income, the hardships to be endured and the satisfactions which reasonably can be expected.

Vocational guidance, however, is too technical to be taken up by junior assistants and adult leaders or advisors. This problem of youth can be approached best in short courses under the direction of specialists in this line of work, according to social science.

- d. The fact that 602 junior leaders, or 89.1 percent, plan to attend college shows that this is a highly selected group. In Missouri, 17.5 percent of all high school graduates of 1941-'42 actually attended college the following year, according to the last official report of the State Department of Education.

6. The implication is made throughout this study that junior leaders function most satisfactorily when their work is made a part of the leadership activities of the whole club under adult guidance, rather than being singled out and conducted as a separate and distinct part of the total leadership job. This unity of leadership tends to avoid the danger of over-inflation of the ego by making the club which is to be served the center of attention rather than the junior assistant - thus preventing probable damage, both to character and efficiency.
7. In the main, 4-H Club work follows the informal, itinerant methods and procedures of voluntary group work; rather than the formal pattern of classes and recitations in school.

Group work is an informal, voluntary, educational process usually carried out in spare time under the auspices of a social or educational agency for the purpose of aiding the individuals in a group to acquire knowledge, skills and attitudes. Group work is based upon the assumption that learning should be continued throughout active life, but does not all take place in the school or in the home. It supplements the work of the school and the home - both for youth and adults. Some schools use group work methods in socialized recitations and in extra-curricular activities; however, the schools tend to formalize and standardize procedures which curtail the creative efforts of those who participate. The school usually is not the local social unit, according to Busch.

8. Leadership rises out of a social process - both as to origin and functions. Neither the teacher nor the adult 4-H Club leader is a group leader - they come in from outside the group and are partially dominators, which tend to curtail the initiative of the members in group work. However, the junior leader usually is a real assistant group leader - both when measured by origin and functions.
 - a. Pigors defines a leader as follows: "Any person may be called a leader during the time when, and insofar as, his will, feelings and insight direct and control others in pursuit of a cause which he represents" (as a member of the group which he leads).
 - b. The "others" referred to in the group are the followers, who also have been defined by the same author as follows: "Any person is a follower during the time when, and insofar as, he accepts and is directed by the will, feelings and insight of another in pursuit of a cause which that other represents". (Followers of a member of the group who also is leader.)
9. The advisor-group relationship fits into the 4-H club set-up: it is in line with voluntary group work methods; and with the advisor in the background, it encourages the development of real group leadership among the members.
 - a. The advisor is from the same kind of people as the group that chooses him to assist, though usually not a member of the group; he uses the common language and has similar ideas; and can readily make a contact with the untrained laymen - members, who need his judgment, advice and guidance. He is interested in and has an

understanding of the group, and voluntarily helps the members to think through the problems which confront them until a decision is made - thus sharing leadership with the members, according to Coyle.

- b. Coyle also says that the ultimate source of authority in any organized group determines the direction of the flow of the activities and the methods used in carrying them out.
10. The acceptance of this advisor-group relationships implies at least the following readjustments within the 4-H club organization and its procedures, if not already made.
- a. The 4-H members assume responsibilities in planning and in carrying out their individual projects and group activities, consequently any literature of instruction, check-sheets and blank forms used should be prepared from this self-help viewpoint - made simple, well illustrated and easily interpreted, either in the project group or individually.
- b. Since the advisors usually take into account the whole life of the boys and girls, their in-service training should include more consideration of group relations and behavior changes, interests and needs of youth, counseling and supervision; and probably not so much stress given to systematic methods of formal teaching. As itinerant teachers, the advisors will draw upon their own background of farm, home and community experiences and other first-hand observations for subject matter. The advisors may not know or need to know how to do all the 4-H activities; but they can encourage the junior leaders to learn how to do certain activities which they, as advisors, cannot do.
- c. The subject matter specialists are brought into the group situation as expert advisors to supply specific and factual information and training, as needed, but not to determine the scope of the activities or to plan the program - these are the function and responsibility of the club group, according to social science.
- d. It seems desirable to change the name of the so-called adult 4-H club leader to advisor for the following reasons: (1) to make the title of the job agree with the origin and responsibilities being carried out; and (2) to readjust, if necessary, the 4-H club organization and procedures to this social process - since basic principles and successful experience point out this set-up as the most suitable plan for spreading 4-H club work and making it permanent. Ohio has used the 4-H advisor system successfully for several years. Many other states use it under the name of 4-H Leader.

11. There are not enough adult men and women who will volunteer to guide all the available and potential 4-H clubs, although there is a positive trend towards developing club leaders or advisors from the regular membership - the more mature and experienced 4-H members usually becoming junior assistants because of proved leadership ability while enrolled as regular members or while engaged in other group experiences. (Table 3).

- a. The average age of 16.6 years for junior leaders generally is considered by adults as rather young for these responsibilities - they usually think of 18 or 19 as about the optimum age. However, studies show that adults often are biased in their judgment about adolescent youth, as follows, according to Dr. Howard Y. McCluskey of the University of Michigan:
 - (1) Adults habitually underrate developing youth - they just won't let them grow up.
 - (2) Too often, adult leaders do not want assistance - they either desire to handle and boss the "whole works" alone, or do not know how to direct the work of assistants.
 - (3) Farm living, with its apprenticeship system of individual and group responsibilities, develops rural youth so that they can shoulder responsibilities 3 to 4 years ahead of city youth of the same age.
 - (4) The post-adolescent youth is near his capacity for doing things, although he may grow wiser, become more skilled and make social adjustments easier when more mature. Anyway, there is no close relation between age and maturity.
 - b. It has been found that clubs whose membership shows a variety in the members' ages and years of club work have a higher percentage of completions and a higher re-enrollment than clubs do when the members are of uniform age. (Survey in Iowa, Nebraska, North Dakota and South Dakota).
12. The adult leaders or advisors can render the junior assistants and other older 4-H members a valuable service in individual counseling. This is based primarily upon the individual's own thinking, therefore the advisor cannot know the answers - at least in advance. Advisors will need special training in guidance and counseling in short courses under specialists in this line of work.
- a. Procedure in guidance or counseling is outlined roughly in the following steps, according to Rogers:
 - (1) The member voluntarily comes to the advisor for help.
 - (2) The helping situation is defined, the answer coming out of the give and take of conversation - but not ready made.

- (3) The advisor encourages the member to give free expression of his feelings, fears and desires.
 - (4) The advisor accepts, recognizes and clarifies these expressions - without approval, praise or criticism and expresses no final judgment of his own.
 - (5) Then, through conversation, there is a mutual clarification of possible decisions and probable courses of action.
 - (6) Positive action is now started - based upon the decision of the member.
 - (7) More confidence in self-directed action and feelings of decreasing need for help usually result after a series of these experiences in personal guidance or counseling. We cannot take a bit of life and change it according to our notions without adjustments. Guidance is closely related to supervision.
13. One of the big problems in this adult leader or advisor-junior leader relationship is that of guidance and supervision. Often adults try to do all the leadership activities themselves because they have not learned how to direct others. This requires special training in short courses or in county conferences under the instruction of specialists. (Kruse of Cornell)
- a. "Supervision is the art of selecting, developing and directing assistants to secure desired results," according to the Personnel Division of the American Management Association. The leader or advisor is a type of supervisor because he has junior assistants reporting to him and the club. (Cooper)
 - b. In this leader or advisor-junior leader relationship, it is assumed that the leaders or advisors are proved persons in the areas in which they serve. Also in emergencies, proved 4-H members often are given junior leadership responsibilities for which they had no previous training. In-service training only is available for them. Later, special training may be secured in short courses, camps, etc.
 - (1) What May be Expected of the Junior Leader - The following relationships are suggested:
 - (a) Have confidence and faith in the club leaders or advisors and be loyal to them.
 - (b) Interpret the leaders or advisors to the club and community and the club and community to the leaders or advisors.
 - (c) Economize the time of the leaders or advisors.
 - (d) Adopt a receptive attitude towards the leaders or advisors.

(e) Follow the plans laid out by the club under the guidance of the leaders or advisors so well that continuous personal growth of the junior assistant and increased efficiency of the work of the club will result.

(f) The assistant may take too much authority. This often is a praise worthy fault, but it may be annoying. An analysis of the situation may be made, as follows:

Is there too much assertiveness or ambition? Or, are lines of responsibility not clearly defined?

(g) However, the assistant may be timid - not sure of self. This usually is due to inexperience. This situation requires the thoughtful, personal guidance of the leaders or advisors.

(2) What May be Expected of the Leaders or Advisors - The following relationships are suggested:

(a) A clear recognition among the members of the club and in the community at large should be made by the leaders or advisors regarding the responsibilities of the junior assistants.

(b) The leaders or advisors usually will handle relations with groups and individuals, from outside the club; and with the county extension agent, home demonstration agent and county club agent and the other extension workers at the state level, within the Extension Service.

(c) The leaders or advisors will have the role of stimulator, coordinator and adjuster - so as to keep unity within the club.

(d) The leaders or advisors and the club are jointly responsible for the work of the junior assistants, hence both share the privilege of making timely suggestions to the junior assistants about their work.

(e) The leaders or advisors may inadvertently do most of the planning and make the junior assistant virtually an "errand boy" as it were. Few capable assistants will be satisfied very long or will develop into good junior leaders without having had a responsible part in the planning, and also being allowed enough freedom in procedure to do a creative job, largely upon their own responsibility.

14. The training of junior leaders consists of in-service training, based largely upon their own 4-H club experiences; and special training in short courses and county conferences in order to learn how to assist with the most difficult leadership jobs.

a. Junior leaders should be given training while in service in terms of the local situation - the leadership job being found first, then the junior assistant selected and trained to do each particular job. Learning is motivated by the fact that the training received is to be applied at the time or soon afterwards in the actual activities of the club, according to Kilpatrick's law of readiness.

b. The following steps in training are suggested, according to the principles of social science (Tead):

(1) First, the prospective junior leaders must desire to learn. Then, training should be adapted to the individual needs of the learners. Special preparatory background of readings can be suggested to be interspersed with the related follow-up work.

(2) Each leadership activity which is to be carried out by the junior assistants should be demonstrated to them, or planned with them, in advance, according to their needs. A kit of materials can be made up during the training period for immediate and future use of the junior leaders - such as blank forms, outlines, charts and other equipment, as available and applicable.

(3) Then, the junior assistants should have the opportunity to do these leadership activities under supervision.

(4) Finally, the junior assistants should be put on their own and their performance checked.

c. Special training, however, will need to be given to the junior assistants in order that they may prepare themselves to handle the difficult and technical leadership problems which were found in this and other studies, as follows: occupational information and vocational guidance, the cooperation of parents, demonstration and judging work, the keeping of 4-H project records and group discussion - especially for older youth.

15. It is difficult to measure the results of junior leadership, however, it may be done as follows: the benefits to the club will be reflected in the improved activities and morale which can be evaluated by questions or a weighted score card; the activities of each junior assistant can be measured by having blanks filled out on what was done; and the personal development of the junior leader can be evaluated by a self-checking list of leadership characteristics recognized, developed and improved.

The case of the 4-H junior leaders may be summed up briefly about as follows: the "bottle neck" in 4-H club work is assumed to be the lack of enough adult voluntary leaders "to man" all the available and potential 4-H clubs; however, there is a positive trend towards securing club leaders from the club membership, thereby developing leadership ability of the juniors and ultimately providing additional leaders for expanding the 4-H club program.

RELATIVE AMOUNT OF PARTICIPATION ON JUNIOR LEADERSHIP JOBS

A schedule of 13 junior leadership responsibilities or jobs was set up for junior leaders to check against their experiences. Blank spaces were left for the juniors to write in any additional leadership jobs carried out.

The items of the schedule were listed in random order. Each of 675 members from 5 states was given the following suggestions: "Please check below the different responsibilities or jobs which you have carried out as a junior leader at some time in your club. Also, please place a parenthesis around the check mark of each of the three most important jobs which you have done for the benefit of the club, as (✓)."

The total number, who checked each item of the schedule, is in parenthesis, as shown in Table 1 at the right of each double bar. This number is broken down into two parts which are on the bars, as follows: The figure on the right bar represents the number of junior leaders who considered that item as one of their three most important responsibilities; and the figure on the left bar, the number of other leadership activities which they carried out.

Junior Leadership Jobs	Relative Amount of Participation	
1. Securing new members and helping them get started.	269	359 (628)
2. Helping plan the club program for the year.	295	328 (623)
3. Advising with members about keeping their club records up-to-date.	409	178 (587)
4. Helping conduct club events & tours, achievement programs and camps.	394	169 (563)
5. Keeping informed on county, state and national club events.	463	62 (525)
6. Doing important committee work.	418	92 (510)
7. Assisting members with demonstration and judging work.	332	152 (484)
8. Assuming leadership in other community activities besides 4-H work.	355	18 (473)
9. Leading a project group or assisting with same.	285	155 (440)
10. Visiting homes of members, especially if there is a lack of interest.	214	108 (322)
11. Helping prepare and give one-act plays, etc.	267	38 (305)
12. Representing the club on the County Council of Leaders.	184	63 (247)
13. Preparing a scrapbook of the club's activities.	152	13 (165)

Table 1 - Relative Amount of Participation on Junior Leadership Jobs

RELATIVE RANK OF JUNIOR LEADERSHIP JOBS*

The number of junior leaders reported below in Table 2 is placed at the top of each column, indicating the relative rank of the 13 different items of the check sheet.

Junior Leadership Jobs	Rank - All Juniors on Amount of Participation					Rank - All Juniors on Most Important Jobs				
	All	Ill.	Ind.	Kan.	Minn.	All	Ill.	Ind.	Kan.	Minn.
	675	235	193	136	95	675	235	193	136	95
Securing new members and helping them get started.	1	1	1	3	3	1	2	1	1	2
Helping plan the club program for the year.	2	1	2	1	2	2	1	2	1	1
Advising with members about keeping records up-to-date	3	3	3	4	4	3	6	3	3	3
Helping conduct club events-tours, achievement programs and camps.	4	5	5	2	5	4	7	4	4	3
Keeping informed on county, state and national club events.	5	8	6	6	1	11	11	9	12	6
Doing important committee work.	6	6	9	5	6	9	8	10	5	7
Assisting members with demonstrations and judging work.	7	4	8	7	7	6	4	4	8	9
Assuming leadership in other community activities besides 4-H work.	8	7	7	8	9	7	5	8	10	10
Leading a project group or assisting with same.	9	9	4	10	12	5	3	6	7	11
Visiting homes of members, especially if there is a lack of interest.	10	11	10	12	8	8	10	6	11	5
Helping prepare and give one-act plays, etc.	11	10	11	11	11	12	12	13	9	12
Representing the club on the County Council of Leaders.	12	12	13	9	10	10	9	11	6	8
Preparing a scrapbook of the club's activities.	13	13	12	13	13	13	13	12	13	13

Table 2 - Relative Rank of Junior Leadership Jobs

*The Ohio sample was used in the grand totals, but was considered too small to be used separately as a representative state sample.

PERSONAL RECORD OF JUNIOR LEADERS

The personal record of junior leaders is tabulated below. The number of 4-H members included in each item of the schedule is in parenthesis.

Personal Record	All Juniors	All Girls	All Boys	Illinois	Indiana	Kansas	Minnesota
Age	(671) 16.6 Yrs.	(416) 16.4 Yrs.	(255) 16.8 Yrs.	(234) 16.6 Yrs.	(192) 16.6 Yrs.	(134) 16.1 Yrs.	(95) 17.0 Yrs.
Number of years as Junior Leader	(623) 2.4 Yrs.	(391) 2.4 Yrs.	(232) 2.5 Yrs.	(214) 3.2 Yrs.	(189) 2.3 Yrs.	(113) 1.8 Yrs.	(91) 2.0 Yrs.
Plans for Attending College	(602) Yes-458 No - 144	(378) Yes-303 No - 75	(224) Yes-155 No - 69	(216) Yes-169 No - 47	(169) Yes-137 No - 32	(119) Yes-96 No - 23	(83) Yes-47 No - 36
Life Work Plan to Follow (Tables Below)	(541)	(321)	(220)	(205)	(144)	(116)	(64)

All Girls - (321)

Teacher (all kinds) ---	109	4-H Agent -----	4	Chemist
Nurse -----	66	Air Hostess -----	4	Cook
Stenographer -----	56	Accountant -----	3	Hair Dresser
Dietician -----	20	Missionary -----	3	Home Demonstration Agent
Homemaker -----	19	Aviator -----	2	Home Economics Specialist
Dress Designer -----	10			Institutional Management
Business -----	7	One each of the		Physical Education
Journalism -----	6	following:		Radio
Farm -----	6	Beauty Culturist		Secretary to Foreign Language Group

All Boys - (220)

Farmer -----	161	Army -----	2	County Agent (or Advisor)
Engineer -----	13	Athletic Coach --	2	Ornithologist
Teacher -----	6	Minister -----	2	Personnel Work
Veterinarian -----	6			Radio
Aviator -----	6	One each of the		Science
Physician -----	5	following:		
Business -----	4	Accountant:		
Lawyer -----	3	Chemist		
4-H Agent -----	2	Community Service		

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